

English 12
April 1999 Provincial Examination
ANSWER KEY / SCORING GUIDE

- Topics:**
1. Editing Skills
 2. Reading Comprehension
 3. Interpretation of Literature
 4. Written Expression

Multiple Choice

Q	K	T	C	S	Q	K	T	C	S
1.	B	1	K	1	20.	D	2	K	1
2.	B	1	K	1	21.	C	2	K	1
3.	B	1	K	1	22.	B	3	K	1
4.	C	1	K	1	23.	B	3	K	1
5.	B	1	K	1	24.	B	3	K	1
6.	C	1	K	1	25.	A	3	K	1
7.	A	1	K	1	26.	B	3	U	1
8.	B	1	K	1	27.	D	3	H	1
9.	D	1	K	1	28.	A	3	U	1
10.	B	1	K	1	29.	B	3	K	1
11.	D	2	U	1	30.	A	3	U	1
12.	B	2	K	1	31.	D	3	U	1
13.	A	2	U	1	32.	B	3	U	1
14.	C	2	K	1	33.	D	3	U	1
15.	A	2	K	1	34.	C	3	K	1
16.	C	2	K	1	35.	A	3	U	1
17.	A	2	U	1	36.	D	3	K	1
18.	D	2	K	1					
19.	D	2	K	1					

Multiple Choice = 36 marks

Written Response

Q	B	C	T	S
1.	1	U	2	3
2.	2	U	2	4
3.	3	U	2	3
4.	4	H	3	6
5.	5	H	3	6
6.	6	H	3	6
7.	7	H	3	6
8.	8	H	3	6
9.	9	H	4	24

Written Response = 64 marks

Multiple Choice = 36

Written Response = 64

EXAMINATION TOTAL = 100 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

PART B: READING COMPREHENSION

One Magical Bloom

(pages 1 and 2 in the **Readings Booklet**)

INSTRUCTIONS: Use the space provided in this booklet for written-response questions. Write your answers in **ink**. You may quote **or** paraphrase. Complete sentences are **not** required in this section.

1. Give **three** reasons why the narrator's grandfather was admired.

(3 marks)

Response:

- A He was an excellent gardener. He was the acknowledged head of gardening in the family.**
- B The narrator's grandfather grew a garden in Montreal that enchanted passersby.**
- C The narrator's grandfather was a perfectionist, and the "roses were his pride."**
- D He patiently explained gardening.**
- E He quoted from literature while gardening.**
- F He loved books.**
- G He gave gifts.**

Note: Admiration is not limited to outsiders; answers may mention family admiration.

2. Identify **two** stylistic devices and give an example for each device from the passage that classifies this piece as a personal essay. (4 marks)

Response:

Note to markers: Marks of 0, 2, or 4 only will be awarded. No marks will be awarded for identifying a device without a correct example.

STYLISTIC DEVICE	EXAMPLE
A use of first person point of view	“My blue clematis... I know... I began” (para. 1)
B use of informal / colloquial language	“Hardly a news bulletin” (para. 1) “Out of control, unhip, way uncool” (para. 2)
C confidential tone with reader	“You might assume...” (para. 6)
D emotional appeal	personal memories of grandparents and anecdotes (para. 7 and following) grandmother did not want to live (para. 13) “we gave our daughter my grandmother’s name” (para. 15) “...I watched the clematis curiously. Would it? Wouldn’t it?” (para. 16)
E the use of memory (flashbacks to youth)	“When we lived in Northern Ontario” (para. 9)
F personal anecdotes	story about neighbour (para. 2) cat eating the clematis (para. 3) birth of daughter (para. 14)
G figurative devices	<u>Many examples</u>
H humour	“His wardrobe was permanently mired in the 1940s (while my grandmother’s, oddly, was stuck in the 1960s)” (para. 10)

This list is not exhaustive.

3. Give **three** reasons why the narrator now feels that she can plant a rose.

(3 marks)

Response:

Note to markers: Key is overly sophisticated. Student answers will be simpler.

- A She now has confidence in herself as a gardener who could tend roses as her grandfather once did.**
- B She can plant it as a link to her grandmother (the “Irish rose”).**
- C She has proven herself worthy of planting a rose by having the clematis bloom.**
- D She has overcome her grief about her grandparents’ passing and can now consider planting a rose in their memory.**
- E The grandmother (“Irish rose”) has been rejuvenated through the daughter who now bears her name.**
- F A rose would symbolize her daughter (named for her “Irish rose” grandmother).**
- G She is ready to put down her roots (i.e. a perennial rose)—now that she has a daughter.**

Note: Clematis may only be used once.

This list is not exhaustive.

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

Literary interpretation should clearly demonstrate **synthesis** of content, organization and style.

Home for the Aged

4. In paragraph form and with reference to the first two stanzas of the poem, discuss the poet's use of descriptive detail to establish atmosphere. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors of the detail used by the poet to establish atmosphere. The integration of quotations is fluid and natural.

The high level response demonstrates a focused, clear, and perceptive understanding of the task and text and is written in a fluid manner. Thoughtful engagement with the text is apparent through the use of specific, relevant, and integrated support. The reader is impressed by the quality of the response.

The 5 response, which may not be as sophisticated or mature as the 6, reads with less ease, possibly as a result of a greater density of minor errors.

4/3 Answer

MIDDLE—Sufficient, satisfactory, basic

Responses may focus only on one particular descriptive detail and the atmosphere it is used to establish.

The middle level response reflects a basic, literal reading of both task and text with some sensitivity to nuance or subtlety and is written in a satisfactory manner. Support is adequate. Organization may be simplistic with mechanical transitions. Errors in mechanics rarely impede understanding.

The 3 response may be barely adequate. It may also feature weak support, awkwardness of expression or a higher density of mechanical errors.

2/1 Answer

LOW—Awkward, unclear, deficient

Responses may focus on a retelling of the poem rather than on the poet's use of descriptive detail to establish atmosphere.

The student misses the intent of the question but writes well even though off topic. The low level response attempts to address the task but manages to produce an essentially awkward and/or confusing statement. Support is inadequate, unclear, and further diminished by a multiplicity of errors.

The 1 response demonstrates a deficient command of language skills appropriate to the task.

0 Answer

Answers may be awarded a 0 for failure to provide a response in keeping with the purpose of the question.

PART C: POETRY

Home for the Aged (page 3 in the Readings Booklet)

INSTRUCTIONS: In paragraph form, answer questions 4 and 5 in the space provided. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

4. In paragraph form and with reference to the first two stanzas of the poem, discuss the poet's use of descriptive detail to establish atmosphere. **(6 marks)**

Suggestions Regarding Response:

DESCRIPTIVE DETAIL

“sit, five of them on a bench” (line 1)

“dazed by the sun” (line 2)

“muted afternoon, between one broadcast ball game and the next” (line 3)

“perpetually autumn” (line 4)

“Their hands are folded: they have done with the Sunday papers.” (line 5)

“They watch with half-closed eyes the passers-by” (line 7)

“loitering lovers, the boys on bikes, the cars / Rushing eagerly to some scene of active life.” (lines 8 and 9)

ATMOSPHERE

sense of calm, peacefulness

warmth is numbing, sense of resignation

unhurried / leisurely atmosphere or dull, bleak afternoons (i.e. no visitors)

poignant, sad

reflective, wistful, nostalgic

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

Literary interpretation should clearly demonstrate **synthesis** of content, organization and style.

Station

5. In paragraph form and with reference to the questions posed in stanza 3 (lines 10–17), explain what the speaker is suggesting about the memories of the elderly and what their future holds.

(6 marks)

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain a sophisticated explanation of what the speaker is suggesting about the memories of the elderly and what their future holds. The integration is fluid and natural.

The high level response demonstrates a focused, clear, and perceptive understanding of the task and text and is written in a fluid manner. Thoughtful engagement with the text is apparent through the use of specific, relevant, and integrated support. The reader is impressed by the quality of the response.

The 5 response, which may not be as sophisticated or mature as the 6, reads with less ease, possibly as a result of a greater density of minor errors.

4/3 Answer

MIDDLE—Sufficient, satisfactory, basic

Responses may offer only a very limited explanation of the memories of the elderly and what their future holds.

The middle level response reflects a basic, literal reading of both task and text with some sensitivity to nuance or subtlety and is written in a satisfactory manner. Support is adequate. Organization may be simplistic with mechanical transitions. Errors in mechanics rarely impede understanding.

The 3 response may be barely adequate. It may also feature weak support, awkwardness of expression or a higher density of mechanical errors.

2/1 Answer

LOW—Awkward, unclear, deficient

Responses may focus on a retelling of the poem rather than on the memories of the elderly and what their future holds.

The student misses the intent of the question but writes well even though off topic. The low level response attempts to address the task but manages to produce an essentially awkward and/or confusing statement. Support is inadequate, unclear, and further diminished by a multiplicity of errors.

The 1 response demonstrates a deficient command of language skills appropriate to the task.

0 Answer

Answers may be awarded a 0 for failure to provide a response in keeping with the purpose of the question.

5. In paragraph form and with reference to the questions posed in stanza 3 (lines 10–17), explain what the speaker is suggesting about the memories of the elderly and what their future holds.

(6 marks)

Suggestions Regarding Response:

- **l. 10–12 question—“who can know / Whether their years passed sober and discreet, / With the measured, dutiful, regular click of a clock”**
This suggests that some elderly people’s lives might have been commonplace, routine and uneventful.
- **l. 13–14 question—“Or whether some old violence lingers still / In faded headlines on their dusty brains?”**
This suggests that an elderly person has a past but no one can tell what it is by merely looking at the person. What we see is just the shell of the person; we don’t really know who he or she is. There might have been some trauma in their past that affects them still.
- **l. 15 question—“What boyhood do they wander in, what middle age forget?”**
This suggests that old people likely recall events of their youth more clearly than they do more recent events. Perhaps they might have enjoyed a carefree and leisurely boyhood (versus a stressful middle age).
- **l. 16–17 question—“And do they watch their dwindling stock of time / With hope, or resignation, or despair?”**
 - **looking forward to whatever the short future holds.**
 - **being optimistic about the next stage of life.**
 - **feeling resigned to whatever may happen.**
 - **fearing what may come next.**

Note to markers: The term “memories” in the question is problematical; many students will refer to the past lives of the elderly. This is perfectly acceptable.

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

Literary interpretation should clearly demonstrate **synthesis** of content, organization and style.

By the River

6. In paragraph form and with reference to the story, discuss the role of flashback. (6 marks)

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors of the role of flashback. The integration of quotations is fluid and natural.

The high level response demonstrates a focused, clear, and perceptive understanding of the task and text and is written in a fluid manner. Thoughtful engagement with the text is apparent through the use of specific, relevant, and integrated support. The reader is impressed by the quality of the response.

The 5 response, which may not be as sophisticated or mature as the 6, reads with less ease, possibly as a result of a greater density of minor errors.

4/3 Answer

MIDDLE—Sufficient, satisfactory, basic

Responses may offer only a very limited discussion of the role of flashback.

The middle level response reflects a basic, literal reading of both task and text with some sensitivity to nuance or subtlety and is written in a satisfactory manner. Support is adequate. Organization may be simplistic with mechanical transitions. Errors in mechanics rarely impede understanding.

The 3 response may be barely adequate. It may also feature weak support, awkwardness of expression or a higher density of mechanical errors.

2/1 Answer

LOW—Awkward, unclear, deficient

Responses may focus on plot rather than on the role of flashback.

The student misses the intent of the question but writes well even though off topic. The low level response attempts to address the task but manages to produce an essentially awkward and/or confusing statement. Support is inadequate, unclear, and further diminished by a multiplicity of errors.

The 1 response demonstrates a deficient command of language skills appropriate to the task.

0 Answer

Answers may be awarded a 0 for failure to provide a response in keeping with the purpose of the question.

PART D: PROSE

By the River

(pages 4 to 8 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form, answer questions 6 to 8 in the space provided. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

6. In paragraph form and with reference to the story, discuss the role of flashback. **(6 marks)**

Suggestions Regarding Response:

The story relies on the use of flashback to give details of Crystal and Jim’s characters and of their life together:

- **how insecure he is. (para. 5)**
- **shows what she has given up—university. (para. 6)**
- **how Jim played at being a farmer. (para. 13)**
- **how she was transported to her new situation. (para. 11)**
- **how they survived their first winter. (para. 19)**
- **she remembers time with her father and the contrast of Jim’s farm. (para. 20)**
- **she recalls the episode with the cow. (para. 25 to 36)**
- **we see Jim’s selfishness, his lack of forethought and planning and his charm and love for Crystal.**
- **how he acts on impulse.**
- **shows her blind ‘love’ of Jim.**
- **the flashbacks also develop irony, theme and plot.**

PROSE SCORING GUIDE
Holistic Scale: Marking Criteria for Content and Written Expression

Literary interpretation should clearly demonstrate **synthesis** of content, organization and style.

By the River

7. In paragraph form, state a main theme and support your theme statement with reference to the story. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain a clear statement of a main theme and sophisticated support for the statement with reference to the story. The integration of quotations is fluid and natural.

The high level response demonstrates a focused, clear, and perceptive understanding of the task and text and is written in a fluid manner. Thoughtful engagement with the text is apparent through the use of specific, relevant, and integrated support. The reader is impressed by the quality of the response.

The 5 response, which may not be as sophisticated or mature as the 6, reads with less ease, possibly as a result of a greater density of minor errors.

4/3 Answer

MIDDLE—Sufficient, satisfactory, basic

Responses may identify a main theme, but support for the statement is only adequate at best.

The middle level response reflects a basic, literal reading of both task and text with some sensitivity to nuance or subtlety and is written in a satisfactory manner. Support is adequate. Organization may be simplistic with mechanical transitions. Errors in mechanics rarely impede understanding.

The 3 response may be barely adequate. It may also feature weak support, awkwardness of expression or a higher density of mechanical errors.

2/1 Answer

LOW—Awkward, unclear, deficient

Responses may focus on a retelling of the story rather than identifying a main theme.

The student misses the intent of the question but writes well even though off topic. The low level response attempts to address the task but manages to produce an essentially awkward and/or confusing statement. Support is inadequate, unclear, and further diminished by a multiplicity of errors.

The 1 response demonstrates a deficient command of language skills appropriate to the task.

0 Answer

Answers may be awarded a 0 for failure to provide a response in keeping with the purpose of the question.

7. In paragraph form, state a main theme and support your theme statement with reference to the story. (6 marks)

Suggestions Regarding Response:

Students may state a theme in a variety of ways. Responses will likely involve statements that include the following ideas:

- Reality is often different from the dream. Reality can be more difficult if you don't face up to it.
- Some people are willing to compromise their own hopes and dreams for another's.
- When you are young (or naive) you feel you can do anything. Both Jim and Crystal have to live with the consequences.
- Relationships between men and women can be troubled by own expectations and history.
- Homesteading in an isolated area is extremely difficult, and without the necessary knowledge or experience, likely will result in failure.
- A person can get caught in a routine of living that prevents her from creatively breaking away from it when necessary.
- Disappointment in a relationship can leave one dispirited and lacking the energy and imagination to do what is best for oneself.

Other answers may be possible.

Note: Higher level papers will discuss a general perception of life, not a reductive moral statement.

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

Literary interpretation should clearly demonstrate **synthesis** of content, organization and style.

By the River

8. In paragraph form and with reference to the story, discuss the contrasts between Crystal and Jim Styan. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors of the contrasts between Crystal and Jim Styan without oversimplifying the characters. The integration of quotations is fluid and natural.

The high level response demonstrates a focused, clear, and perceptive understanding of the task and text and is written in a fluid manner. Thoughtful engagement with the text is apparent through the use of specific, relevant, and integrated support. The reader is impressed by the quality of the response.

The 5 response, which may not be as sophisticated or mature as the 6, reads with less ease, possibly as a result of a greater density of minor errors.

4/3 Answer

MIDDLE—Sufficient, satisfactory, basic

Responses may focus only on one particular contrast; e.g., the selfishness of Jim Styan and the willingness of Crystal to make sacrifices.

The middle level response reflects a basic, literal reading of both task and text with some sensitivity to nuance or subtlety and is written in a satisfactory manner. Support is adequate. Organization may be simplistic with mechanical transitions. Errors in mechanics rarely impede understanding.

The 3 response may be barely adequate. It may also feature weak support, awkwardness of expression or a higher density of mechanical errors.

2/1 Answer

LOW—Awkward, unclear, deficient

Responses may focus on a retelling of the story rather than on the contrasts between Crystal and Jim Styan.

The student misses the intent of the question but writes well even though off topic. The low level response attempts to address the task but manages to produce an essentially awkward and/or confusing statement. Support is inadequate, unclear, and further diminished by a multiplicity of errors.

The 1 response demonstrates a deficient command of language skills appropriate to the task.

0 Answer

Answers may be awarded a 0 for failure to provide a response in keeping with the purpose of the question.

8. In paragraph form and with reference to the story, discuss the contrasts between Crystal and Jim Styan. (6 marks)

Suggestions Regarding Response:

CRYSTAL

Crystal is honest, knows the reality of homesteading. (para. 3)

She is shy. (para. 5 and 6)

She wants an education. (para. 6)

She is a practical country girl. (para. 15 to 18)

She stays and endures. (para. 48)

She wants company.

She sacrifices to be with him.

She is reflective.

JIM

Jim is only playing the role of being a pioneer. (para. 13)

He is loud and forceful. (para. 5)

He does not see value in education. (para. 6)

He is not very realistic. (para. 13)

He escapes. (para. 48)

He wants no one.

He is selfish—gives up nothing.

He is impulsive.

Other answers may be possible.

PART E: COMPOSITION

Value: 24 marks

Suggested Time: 55 minutes

INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of 300-500 words on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration.

Use the page headed **Organization and Planning** for your rough work. Write your composition in **ink** on the pages headed **Finished Work**.

9. Write a multi-paragraph composition on the topic below. Your response may draw upon any aspect of your life: your reading, your own experiences, the experiences of others, and so on.

Topic: Recognizing Truth

ENGLISH 12 COMPOSITION SCORING GUIDE

A composition may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration. **No one form of writing should be considered superior to another. Compositions that are not multi-paragraph will be deducted one scale point.**

6

The 6 paper meets all the criteria for a 5 paper, and it is superior and/or exceptionally engaging. In addition, the paper may draw upon any number of factors: maturity of style, effectiveness of argument, use of literary and/or rhetorical devices, depth of discussion, sophistication of wit, or quality of imagination.

5

The 5 paper is an example of proficient writing. It displays some manipulation of language to achieve a desired effect. It exhibits a strong voice and clear sense of audience. Content is thoughtful and interesting. Any errors which are present do not detract from the reader's understanding. Vocabulary and sentence structure are varied and serve the author's purpose successfully.

4

The 4 paper is clearly adequate. The prose is able to convey the writer's ideas, but without flair or strong control. Diction and syntax are usually appropriate, but lack variety. Structure, regardless of type, is predictable and relatively mechanical. The reader has a clear sense of the writer's purpose, but is not engaged by the prose. Conventions of language are usually followed, but the reader is aware of errors.

3

The 3 paper is barely adequate. The paper features underdeveloped paragraphs. Transition may be weak or absent. Support for obvious and simplistic ideas is frequently in the form of listed details. Little variety in diction and sentence structure is discernible. Although the reader may be aware of some purpose, errors impede the fluency of the paper.

2

The 2 paper shows familiarity with common spoken language in casual conversation or in the writing of one not fully conversant with the language. It sustains a subject focus with some unity of direction. Underdeveloped ideas are simply and/or awkwardly expressed, as they might be in casual conversation. The paper reflects little knowledge of the conventions of language; errors are frequent and rudimentary. The reader can perceive meaning and detect a purpose emerging.

1

The 1 paper is compromised by its brevity and its deficiency of composition, content, diction, syntax, structure, voice and conventions of language as to render its meaning/purpose almost unintelligible.

0

A paper with less than a complete sentence, or written in verse, or a paper manifesting an achievement less than outlined in scale point 1.

NR

A blank paper with no response given.

END OF KEY